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ABSTRACT

Initial studies assessed existing day care facilities in area homes and centers, and solicited day care information from other states. An obvious need for quality programs was indicated. A pilot program to improve the quality of care received by children in day care homes is described. The home visitor method for training family day care workers, modeled after an existing DARCEE program for mothers, was selected as particularly suitable for the Appalachian region. To develop the training program, the preparation of family day care workers was analyzed with regard to: (1) meeting the basic needs of children; (2) substituting for the mother in meeting the child's emotional needs; (3) general management of the family day care situation; (4) adapting to children's development and heterogeneity of ages; and (5) serving as effective educational change agents. Criteria for the selection of family day care workers and plans to utilize their educational potential are discussed. Evaluation involves ongoing assessment of the day care home visiting program, development of instrumentation for future research, and continued development of family day care programs. Appendixes present sample menus, and suggestions for behavior management and play. (NH)

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FINAL REPORT

The Training of Family Day-Care Workers:

A Feasibility Study and Initial Pilot Efforts

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Young children in the Appalachian Region are frequently enrolled in day-care programs. A type of day care especially prevalent in urban or more populous areas is family or home day care in which a woman provides care for up to seven young children within the confines of her home. Nationally it is estimated that four out of five children in day care are in family day care.

The day-care phenomenon will probably grow to significant, and according to some experts, alarming proportions. Proposed federal day-care legislation for the 1970's does not include sufficient monies for day-care physical facilities; consequently, family day care will probably loom even larger as an experience affecting the lives of many young children. The Appalachian Region must develop programs for family day care that will meet the needs of its children. With these circumstances in mind, the present work was undertaken.

During its five-year lifespan, the Demonstration and Research Center for Early Education (DARCEE) at George Peabody College has been concerned with developing programs which will increase the educational potential of young children from low-income homes. A significant part of DARCEE's educational philosophy is that education, especially for the child aged 0-5, can take place in many settings which might not otherwise be construed as educational by the public-at-large. A particular emphasis has been placed

on the home as an educational setting and on the parent as educational change agent for the young child. This emphasis has culminated in the publication of A Guide for Home Visitors which details in a practical way the accumulated wisdom of DARCEE's efforts in helping parents educate their young children. The work reported herein is an extension of this program from the child's natural home to the family day-care home. DARCEE views its work in day care as the meaningful beginnings of an educational program for family day care which promises to have fruitful application in the Appalachian Region.

Overview of the DARCEE Family Day Care Research Efforts

DARCEE's plans for participation in the training of family day-care workers were launched in mid 1970. Negotiations with Tennessee and Davidson County Department of Public Welfare officials led to the immediate establishment of firm linkages which have continued to be of the cooperative calibre necessary for such a joint endeavor.

Initial exploratory efforts focused around observations and assessments by DARCEE staff of a sample of the 51 Davidson County licensed family day-care homes. A sample of day-care centers was included to round out the picture of day-care facilities in this locality. An observation guide was developed to provide similar foci for the DARCEE observers, all of whom had experience in work with young children.

Plans evolved for preliminary work with the Department's newly established Donner-Belmont Day-Care Center and DARCEE agreed to provide training for its family day-care workers. Through this pilot work, DARCEE began adapting its home visitor model to an exportable model for training family day-care workers in their own homes. This model was felt to be particularly well-suited for application in the Appalachian Region.

An effort to apprise ourselves of day-care standards in the various states, with particular emphasis on training, was also undertaken. This endeavor continues to elicit responses decrying the paucity of training for family day-care workers.

Existing Practice in Family Day-Care Homes

Sample observations of family day-care workers were made according to the following guidelines:

I. Physical Setting

A. Description of Neighborhood (general comments about the surrounding area)

B. Overall Arrangement

1. Outside-sketch (including equipment if any)
2. Inside
   a. Sketch (including major furniture and arrangement of space)
   b. Materials
      1. kinds of materials and specific items where possible
      2. location of materials

3. Condition of inside (cleanliness, state of repair, artistic embellishments, etc.)

II. Family Day-Care Workers

A. General description of the worker

B. Indications of planning (are some things routinized? does she anticipate the variety of needs different aged children present? etc.)

C. Interaction with children

1. Are there indications that she listens to, talks to, or directs the children?
2. When engaged with one child or activity is she alert to the other children?
3. What can be said about her mode of interaction? Is it autocratic, punitive, warm, etc.?

D. Responsiveness to the observer
Who takes the lead in the observer/worker interactions? Does the worker exhibit "social ease?"

III. Children

A. General description of children including ages if possible

B. Overall activity and noise levels

C. Interaction patterns involving children and adults

The sample observations of family day-care workers generally revealed adequate physical care of the children; however, training needs in this area are exemplified by one worker's description of mealtime. She showed the observer her well-planned menu and said, "I know the food is good, but the children won't eat--I go around the table, put a spoonful of food in each child's mouth, and by the time I get back to the first one, he still has the food in his mouth."

The family day-care workers on the whole seemed genuinely warm and affectionate toward the children. Incidents, however, revealed their lack of preparation to meet some basic emotional needs. One child clung to the observer pleading, "My mama's coming, isn't she?" The worker ignored the child and told the observer that although she had only had the child two weeks, he should "be over that by now."

The observations revealed little, or very loose, organization or scheduling. Observer comments such as the following illustrate this: "no interaction among peers"; "there appeared to be no plan or program"; "the activity level was approaching chaos." One worker volunteered that she only had one regularly planned activity for the children each day--a 30 minute sunbath in the afternoon.

The workers varied widely in their abilities to perceive and respond to individual developmental or personality differences in the children. An observer reported that one worker seemed to sense at least some of the needs of the children, saying that "certain of her children needed more attention than others." At the other end of the continuum one of the workers responded to the observer's request to be told a little bit about each of the children with, "Oh, children are all alike. Sometimes they are good and sometimes they are mean. You just have to let them know from the start you won't put up with any foolishness."

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The observers were struck by the lack of concern for the provision of learning experiences and reported: "no materials in sight"; "worker complained that the children were bored with the toys"; "the children, even the five-year old, do not seem to know colors." "Just keeping the children happy all day long is a big job," a worker said with a sigh. An exception was a worker who spontaneously said that she wanted the children "to do more than roll toys on the floor and watch T.V." Despite this concern, this worker provided little material or equipment for use by the children.

A number of the family day-care workers expressed their dissatisfaction about lack of parental cooperation. The workers also indicated that they could call the licensing worker if a problem arose, but in general they felt pretty much on their own.

When told that DARCEE might become involved in a program to help family day-care workers find solutions to their problems and to help them work more effectively with young children, one worker replied enthusiastically, "Please put me first on your list!" Others indicated more subtly their readiness for training.

The consensus of opinion among the observers was that all workers visited had potential for training which could be rated from "limited to strong." Observers agreed that the workers were amenable or receptive to training in which the trainer would go into the family day-care home and begin "where the worker is." The pilot work in several family day-care homes has supported this contention.

An Analysis and Assessment of the Needs for Training Family Day-Care Workers

Preliminary to the development of a training program for family day-care workers, the DARCEE family day-care staff decided to investigate as comprehensively as feasible at the local, state, and national levels the licensing standards, needs for training, and existing training programs. In addition, as discussed above, the staff visited family day-care homes licensed by the Department of Public Welfare and located in Metropolitan Nashville. We were particularly concerned with the quality of existing practices in family day-care homes and the potential, interest, and concern for change indicated by the worker. Reports were written and compiled.

Responses to our letters of inquiry to the 50 states were gratifying; 40 states have replied to date, some in great detail. We requested information concerning:

1. family day-care standards
2. a description of existing training programs
3. an opinion of the need for training

Further letters were written when it was suggested that additional information was available from other sources within the state. A quantity of valuable information is being assembled, analyzed, and categorized; information continues to be received.

To summarize results to date, we would unquestionably declare that the states have expressed interest in training programs for family day-care workers. Few have training specifically for workers who care for young

children in their homes. If training is available, the family day-care worker is required to come to a meeting; few instances were reported where training was provided on site. Training usually involved general child development courses with limited specific application. Licensing requirements predominantly are concerned with space, staff, health, and safety requirements, often with only a broad statement about quality of program or an educational component.

In most states the licensing agency is the state welfare agency; the same agency usually provides the only available consultant help and training. Too frequently the case load of the licensing worker is such that the annual renewal of the license constitutes the only significant encounter between the family day-care home and the agency. If a problem arises the consultation is often by telephone. With present staff, particularly in the urban areas, there is not adequate training or consultant help so that quality programs can be initiated and maintained. From our survey, we have found few mechanisms for progressive upgrading of programs. There is an obvious need for quality programs appropriately developed and operated.

The following quotations are from responses to our letters:

South Carolina: "In our opinion there is a great need for trained day-care personnel in this area. A major problem in this field is reaching the persons who in fact are providing the care to children."

West Virginia: "So far we have no formal training program within the state."

Georgia: "There is a need for more training for both group day care and family day-care personnel. There is also a need for training for county workers who approve and supervise those family day-care homes used by the county department."

Alaska: "There is definitely a need for training in the field of day care. We would be interested in hearing about any ideas you might have concerning a curriculum for training of family and small center day-care operations."

New Mexico: "There is a great need for a training program such as you are planning in this state. Presently the training is handled in the individual county by the social service worker who is assigned this area."

Through observations and interviews, DARCEE has been engaged in assessing specific day-care needs and in determining the areas of instruction to be included in the training plan. In the course of adapting the training techniques which were developed in DARCEE's work with mothers for use with family day-care workers, staff members have been making weekly visits to several day-care homes. Areas under careful analysis are discussed below.

Preparation of workers to meet basic needs of children. Family day-care workers seem to be prepared to give physical care. We have found no instance in a licensed family day-care home of lack of provision for

health, sanitary, and physical care; however, it is quite conceivable that such inadequacies do exist, especially in unlicensed facilities. Most workers seem to be aware of the importance of proper nutrition to the young child. (We have developed menus which meet the USDA requirements for programs that operate on a limited food allowance. These are available for dissemination. See Appendix A.)

Preparation of the worker to serve as a substitute for the mother in meeting the child's emotional needs. In our interviews and observations, we have found most workers prepared to meet the children's emotional needs. Selection of the worker requires great care; if the worker has the appropriate motivation to care for other people's children in her home, she is likely to be the kind of person who is capable of meeting the emotional needs of children. We have observed that most family workers are not prepared to give the children praise and feedback following their responses. Training in the use of positive reinforcement is a part of the pilot program (see Appendix B).

Preparation of the worker for general management of the family day-care situation. Much help is needed in this area. The workers generally do not realize the importance of environmental spatial and temporal order to the child's development. Although predictability is important at this stage in the child's development, some homes use a "demand system" for food and sleep rather than a schedule that anticipates and plans for the

child's needs. As a result, daily scheduling is a part of our pilot training program. We have had some success in showing the workers how appropriate scheduling facilitates their job of caring for several children of different chronological ages and developmental stages. Both the selection and spatial arrangement of materials have received attention in the training of workers. In the homes where needs have been analyzed, we have found inappropriate materials. Materials may be inappropriate for the skill level of the child (i.e. a 40-piece puzzle for a two year old child) and often are not durable, motivating, washable, or flexible. Proper selection of materials, the adaptation of commercial materials in a variety of ways with different age groups, the making of materials, the use of materials available in the home, and the arrangement of materials are aspects of our pilot training program.

Preparation of the worker to adapt to children's development and the heterogeneity of ages in the family day-care home. This aspect of the functioning of the worker necessitates ongoing observation. As we have continued to work in a specific home, we have been concerned with the worker's sensitivity to the changing needs of the child. Is she able to recognize changes in the child's need for independence? We have attempted to train workers to evaluate the children in detail and to note small approximations toward the physical, intellectual, and emotional

development of each child. We have noted that family day-care workers need training in how to help the child and his family adjust to the initial separation and the continuing supplementary mothering given by the worker. Assistance can be given in effecting the transition from mother to worker and worker to mother with a minimum of trauma.

Preparation of the worker to serve as an effective educational change agent. Few family day-care workers see themselves as the child's teacher. In fact, they are unaware of the young child's needs for cognitive stimulation and intellectual development. The worker may have children of her own yet may not have realized the importance of, and the many opportunities for learning that occur continuously in the everyday care of children in the home and in the learning experiences available in the neighborhood (e.g., trips to the grocery store or filling station). Workers must be trained in using routine daily occurances as opportunities for learning. Attention is given to how learning takes place, what skills are important, how skill development can be sequenced, how individual children differ, and how important these differences are. Attitudes about self and others are learned, and the family day-care worker can play an important role in attitude development.

Another need is the preparation of the family day-care worker to cooperate with the mother in the best interest of the child. The establishment

and maintenance of meaningful mother/worker relationships and the resulting exchange of information about the child's physical, emotional, and educational development will contribute significantly to the child's progress. An objective of the training program is to assist in the development of the worker's role as it relates to the mother, the licensing agent, and, if applicable, the social worker.

Suggested Preliminary Criteria for Selection of Family Day-Care Workers

The most crucial element of quality family day care is the selection of qualified staff. Suggested criteria would be valuable to those charged with this responsibility. Any suggestions we may have at this time must be termed preliminary, pending extension of our current pilot study.

An optimal learning environment occurs when a child is cared for in his own home in an emotionally nurturant relationship with a mothering figure under conditions of varied sensory and cognitive input. The family day-care home is a supplement to this situation. The family day-care worker imposes the necessary order and structure for the child's development of competence and control. She is in the key role of helping the young child to develop and sustain skills and of motivating him to attain more complex skills. Since attitudes about self and others are learned in the early years, the family day-care worker plays a major role in the child's early development.

Most words in current use for describing the qualities of the family day-care worker such as, warm, loving, outgoing, and stable are too subjective and encompassing to be useful. More exact, clear-cut criteria have proved to be elusive.

Clearly a family day-care worker should be a person who is able to establish and maintain meaningful relationships with both children and adults. She should be a mature person, exhibiting a maturity going beyond chronological age. She should be appropriately motivated in her desire to care for other people's children. The need to have children excessively dependent on her is an example of inappropriate motivation. Most important, the worker must be flexible; she should be capable of independent planning but be free to make changes as indicated by the needs of the children for whom she cares. She should be capable of establishing and maintaining spatial and temporal order in the children's environment but be aware that the very best daily schedule is subject to change.

Another criteria for selection seems to be the family day-care worker's ability to utilize supervision. She must be in good health and have a high energy level because of the physical exertion demanded by the duites of caring simultaneously for several young children. The children enrolled in family day care represent a narrow chronological age span but exhibit a wide range of developmental levels. The day-care worker needs to be sensitive to, and appreciative of, the feelings, needs, and problems of children and parents. She should have the ability to use appropriately information about the children and their families. The emotional stability to cope with stress and crisis is a desirable quality.

We will expect to delineate more definitely the qualities or characteristics of an effective family day-care worker subsequent to this pilot phase of our study. After we have had an opportunity to apply the training program in a variety of settings with family day-care workers of different backgrounds, experiences, and personal characteristics, we expect to be able to state the criteria for effectiveness in behavioral terms.

Our overall objective is to train family day-care workers to be effective educational change agents for the children receiving care in their home. We hope to train these workers in a minimum of time, perhaps as few as 15 weekly, one-hour sessions. The success of our program obviously will be affected by the characteristics of the workers we train.

Preliminary Training Plan for Family Day-Care Workers.

The plan of the present study has been to utilize the educational potential of family day-care workers. We have modeled our activities after the DARCEE home visitor program for mothers. The plan has involved using home visitors to train family day-care workers to be effective educational change agents for the children they keep. By means of weekly visits to the family day-care homes, an attempt has been made to demonstrate the use of materials found in the home, events that arise during household routine, and commercial materials which may be used for the educational stimulation of the children.

A. General objectives

1. Physical environment

a. Orderly, predictable patterns of operations (e.g., see Appendix C)

2. Interaction patterns

a. Positive reinforcement (see Appendix B)

b. Language

1) specific rather than vague

a) labeling

b) directions

2) encouraging children to talk

(social communication)

3. Seeing children as being different
(even though they are the same chronological age)

B. Specific Skills

1. How to gain children's attention

2. How to read and tell stories (see Appendix D)

3. Structuring new situations or activities

4. Developing materials

5. Teaching from incidental situations

6. Developing positive attitudes toward

a. self

b. others

c. school

C. Increasing the family day-care worker's aspirations for improving her own ability

1. Through knowledge of how children learn

a. Sensory skill development

Children learn through interaction with adults and other children, as they use senses for maximum perceptual development. Learning can take place anytime, anywhere, and in any situation.

b. Help and suggestions must be specific to a particular family day-care worker's situation and capacities.

c. Ability to plan, implement, and evaluate an activity

d. Ability to explain the function of a toy

D. Learning may be implemented by use of:

1. Food, pans, dishes, buying and storing groceries and other materials found in the home

2. Songs, games, and action activities (see Appendix E)

3. The family day-care worker's using the children and herself or other adults for comparison in size, for likenesses in number of facial features, etc.

E. Given proper skills the family day-care worker can be motivated and encouraged to the point that her weaknesses can be minimized.

1. Family day-care worker will realize attitudes and standards have a decisive influence on the children.

2. Children need affection, guidance and discipline.

A report of an early visit to a family day-care home follows. The visitor's report permits us to see the complexity of the typical situation and the task which faces the trainer.

Time: 9:30 A.M. - 10:50 A.M.

Children
Ronald, 2 years old
Elaine, 2 years old
Shawn, 8 months old
Tracey, 2 months old

Family Day-Care Worker: Mrs. Jones

Objectives
Demonstrating techniques of motivating children
- to attend
- interaction patterns
- by reinforcement (verbal and nonverbal praise)
- specifics of how children learn

Materials
1. Three foam blocks (two pink and one green), easily homemade
2. Three cans (1 large tuna can and 2 potted meat cans--small and same size)
3. Large colorful picture book

When I knocked on the door, Ronald ran ahead of Mrs. Jones trying very hard to open the door. Mrs. Jones said, "You're too little; you can't open the door." She pushed him away and let me in. Entering the house, I said, "Ronald, I'm very happy you wanted me to come in, and I'm happy to know you helped open the door for me." He smiled and took my hand to lead me to the kitchen. To my surprise upon reaching the kitchen, I found Elaine, seated in her chair having breakfast. Ronald's breakfast was on his tray, and Mrs. Jones was feeding Shawn from Elaine's bowl. Ronald had boiled eggs; Elaine and Shawn had oatmeal. I spoke to all the children before hanging up my coat.

Since breakfast was being served, I had to alter my plans. Ronald, as usual, was not eating. I suggested to Mrs. Jones "Maybe if a small table were placed in the kitchen or some place where Ronald and Elaine could sit and eat together, it would encourage him to eat."

Ronald wanted the toys I had brought, but I suggested eating first and then playing a game. Ronald ate very little, but I praised him for eating. Elaine and Shawn, being fed alternately by Mrs. Jones, ate well; Shawn ate more than Elaine. Tracey was asleep in her bassinet, and Ronald, being in true form, almost turned her over. It was at this point that I took Shawn to finish his feeding while Mrs. Jones went to see about Tracey.

Mrs. Jones dried Tracey, put Elaine on the pot, and ignored Ronald. Ronald resented my feeding Shawn and came in to hit me. I immediately held his hands, explaining why I was holding them, and suggested that his hands were to be used for eating, holding books, playing with his toys, and many other things. He listened. Mrs. Jones said, "Aren't you ashamed for being so mean?" I suggested that instead of calling him mean and a bad boy, we work at trying to get him to listen and respond.

We talked about how children learn (through their sensory organs, sometimes with adult help, sometimes with peers, and sometimes alone). I explained that mealtime offers an excellent opportunity for learning experiences.

After burping Shawn, I put him on the floor on his blanket and asked Mrs. Jones, Ronald, and Elaine to join us there; they did. I gave each child a foam block. The block was too large for Shawn to handle, but he tried. Then we counted the blocks and children: "One, two, three." I asked Ronald to stack the blocks on top of each other; he did. Mrs. Jones seemed pleased when Elaine stacked them also. Ronald said everything we said; Elaine tried. She can say some words. Shawn tried to talk and also tried to handle the blocks. Putting the blocks away, we brought out the cans. Giving each child one, Mrs. Jones suggested stacking this time.

Our last activity was the introduction of a book dealing with the concepts of "big" and "little." The children sat on the floor and listened. Ronald and Shawn pointed to pictures in the book. Mrs. Jones became involved also. When we finished, the children didn't want to stop. Mrs. Jones found and distributed books for each child. Ronald demanded that I sit and listen to him read a story; I did. When I asked Mrs. Jones if she could spend at least ten minutes each day reading to them she said, "I can, and I will." I also asked her if she felt she had time to learn how to make materials, especially the blocks. She said, "Of course, I will." I suggested we make the blocks a bit smaller.

I left the story book for her to read to the children and suggested that she point out big and little things around the house to the children. She is to try to praise the children instead of saying "No, No," all the time. I will change my visits from 9:30 A.M. to 10:00 A.M., hoping to miss the breakfast meal.

Mrs. Jones is praising Elaine and Shawn but is ignoring Konald. I note a change in Elaine's and Shawn's behavior, a positive change. EXAMPLES: There is an effort made by Elaine to say words, to respond to given directions, and to share. Shawn is sitting up and trying to manipulate toys. He follows Mrs. Jones with his eyes, jabbers, and tries to talk when talked to.

Evaluation of Pilot Efforts

Evaluation has proceeded along two lines: (1) ongoing assessment of the process of visiting in the day-care homes and (2) attempts at developing instrumentation for future research and development of family day-care training programs.

Assessment of the process of visiting in the homes has involved the preparation of a set of objectives for each visit, a comparison of visit outcome with objectives, and modification of procedures for subsequent visits based on any discrepancy between objectives and outcome. The preliminary training plan presented in the previous section outlines the current results of this ongoing evaluation in the pilot phase.

The family day-care situation is a very delicate one and not easily amenable to measurement and testing. Some progress in the development of instrumentation has been made, however, in our attempts to adapt to the family day-care setting a check-list technique used by mothers to describe the ongoing experiences of their infants. The procedure originally developed

by the first author and Viera Pablant at the University of Houston is requiring adaptation to the group situation involving heterogeneously aged children in the typical family day-care home.

DARCEE's Research and the Child Development Needs within the Appalachian Region

The need for training programs for family day-care workers in the Appalachian Region and throughout the rest of the country was established in our survey research. We have already been in contact with several projects within the Appalachian Region concerning the possibility of providing training for their workers. We have also agreed to share some our our preliminary and tentative techniques with a Southern Regional Education Board project which includes several components from Appalachian states. It should be emphasized, however, that this has been a pilot project and that further validation and modification of our training program is essential.

In further work we would like to accomplish the following:

(1) Extend the pilot work and evaluation into actual Appalachian counties.

(2) Firm up and validate our training program.

(3) Explore and detail the complex process of phasing the training program into actual practice by investigating the complementarity of roles of the trainer and the social worker.

(4) Develop more fully the instrumentation necessary to evaluate training programs such as ours.

(5) Explore a variety of possibilities of providing training for projects in the Appalachian Region.

In conclusion, our feasibility study and initial pilot efforts have been fruitful and like most successful research suggests the need for a great deal more work in the area.

APPENDIX A*

A Sample Month's Menus for Feeding Children on a Limited Food Allowance with an Eye Toward Proper Nutrition

*Materials excerpted in this Appendix are illustrative of some of the materials developed and perfected under prior grants and contracts which are being adapted, where appropriate, to our family day-care work.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lunch: Spaghetti Carrot & Raisin Salad French Bread and Butter Sliced peaches Milk	Lunch: Vegetable Soup Corned Beef Sandwich Banana Pudding Milk	Lunch: Meat Loaf Whipped potatoes Cooked Carrots Green Beans Corn Bread Pineapple Sherbet Milk	Lunch: Baked Beans Potato Salad Tomatoes Cucumbers Jello Milk	Lunch: Tuna Fish Sandwich Carrots & Celery Potato Chips Choc. cake w/icing - Milk
Snack: Banana	Orange juice & Snack: 1/2 Peanut Butter Sandwich	Snack: Cinnamon Toast Milk	Snack: Cereal Milk	Snack: Cheese Toast Orange Juice
Lunch: "Sloppy Joes" French Fries Carrot Sticks Watermelon Milk	Lunch: Macaroni & Cheese Green Peas Whole wheat bread Brownies Milk	Lunch: Peanut Butter & Jelly Sandwich Chicken Noodle Soup Chess Pie - Milk	Lunch: Ham Spinach Congealed Salad Hot Biscuit, butter Ice Cream - Milk	Lunch: Fish Sticks Lima Beans Cole Slaw French Bread Peach Pie Milk
Snack: Cereal (Wheaties) Milk	Snack: Buttered Toast & Jelly -Milk	Snack: Apple Sauce Milk	Snack: Cinnamon Toast Lemonade	Snack: 1/2 Peanut Butter sand. Milk
Lunch: Eggs - Scrambled or Creamed Sausage Patties Hot Biscuit w/Butter Fruit Cocktail Milk	Lunch: Vegetable Soup Bologna Sandwich Pickles Fritos Cup Cakes Milk	Lunch: Chicken Mixed vegetables Pear & Cottage Cheese Salad Choc. chip ice cream - Milk	Lunch: Pinto beans & ham Corn Bread Turnip Greens Lemon Pie Milk	Lunch: Tuna Noodle Casserole Green Beans Tomatoes Cake - Milk
Snack: Banana	Snack: Cheese Toast Tomato Juice	Snack: Buttered whole wheat toast - Milk	Snack: Cereal Milk	Snack: Cinnamon Toast - Milk
Lunch: Hot dogs Baked Beans Tomato Wedges Pickles Orange Sherbet Milk	Lunch: Corned Beef Sandwich Carrot & Celery Potato Chips Ginger Bread Milk	Lunch: Hungarian Goulash Green Peas Hot Biscuit Jello w/fruit Milk	Lunch: Toasted Pim. Cheese Sand. Beef Noodle Soup Cake w/icing Milk	Lunch: Beef Stew Corn Bread Tossed Salad Cherry Pie Milk
Snack: Corn Chex Milk	Snack: Buttered Toast w/Honey - Juice	Snack: Banana Milk	Snack: 1/2 Peanut Butter Sand. Juice	Snack: Applesauce Cookies - Milk

APPENDIX B*

Ideas to Communicate to Family Day-Care Workers Regarding Behavior Management by Use of Positive Reinforcement

*Materials excerpted in this Appendix are illustrative of some of the materials developed and perfected under prior grants and contracts which are being adapted, where appropriate, to our family day-care work.

Children are not born bad or good, but they learn how to be bad or good. Most everything we do is learned. This learning is a continuous and constant process.

How do children learn throughout life?

Children learn by being rewarded for doing something. Behavior that is rewarded will probably be repeated. If children feel good about doing something, they will want to do it again. They will learn to do it again.

How do we reward children so that they will learn?

We reward children by using reinforcers (or rewards) when they do something good. There are two types of reinforcers:

1. Material reinforcers which are the type you can touch, feel, or hold in your hand. This type is something concrete. For example: money, candy, food, a toy, are all types of material reinforcers.

2. Non-Material reinforcers are the type of reward that is not something you can feel or touch or hold in your hand. For example: praising, kissing, hugging, or telling the children you are proud of them are types of non-material reinforcers.

Since there are two types of reinforcers or rewards, what is the best type to use?

We've found that both types work equally well. However, since you can not always have a material reward handy, the non-material would be the type we would say would be best and most practical. We think this is best for two reasons:

1. You can always tell a child you're proud of him or smile at him. This type of reinforcer is always with you.

2. We don't want children to get in the habit of always wanting candy or money if they do something good.

If I wanted to use reinforcers or rewards with children, is there anything important I should remember about using them?

Yes, there are three main things to remember in using reinforcers.

1. You must be sincere when you reward.
2. You must reward children every single time they do what you want them to do until they learn it.
3. You must identify or tell them each time why you are reinforcing or rewarding them.

If you remember these things, you'll have success.

There are three main areas where we can use reinforcers with children. These areas are:

1. Getting children to continue doing something they already do but don't do very often, e.g., putting a doll or toy up.

2. Getting the children to do things they have never done, e.g., saying thank you for something.

3. Getting children to stop doing something they do that you don't like, e.g., stop throwing food on floor while they are eating.

How do we get children to continue to do something they already do, but don't do very often?

1. Pick out something children do and narrow it down.

2. Reinforce them as soon as they do it and identify what you are reinforcing them for.

3. Reinforce them every time they do it.

4. Continue to reinforce them until they have learned to do it themselves.

How do you get the children to do things they have never done?

1. Get them to do it the first time by
   a. telling them or
   b. showing them or
   c. by just waiting until they do it on their own.

2. Reinforce them as soon as they do it and tell them why you are reinforcing them.

3. Continue to reinforce them each and every time they do it until they have learned to do it.

How do you get children to stop doing something they do that you don't like?

This can be done in many ways:

1. Ignore the bad things that they are doing and reward them for the good things.

2. Give them something else to distract them when they are doing something undesirable.

3. Or in the case of a dangerous situation, a physical punishment may be used as a last resort.

The main points to remember in using the reward or reinforcement method are to be sincere, be consistent and identify why you are rewarding them.

Remember, it takes different children different amounts of time to respond to reinforcement. Be patient, and it will work.

APPENDIX C *

Ideas to Communicate to Family Day-Care Workers Regarding a Child's Eating Behavior

*Materials excerpted in this Appendix are illustrative of some of the materials developed and perfected under prior grants and contracts which are being adapted, where appropriate, to our family day-care work.

Things That Affect The Child's Appetite

Child's Physical Condition

1. Child could be sick
2. Child's rate of growth
3. Eating spells or moods
4. Season--weather
5. Too tired from physical exertion
6. Amount of exercise
7. Physical cravings (deficiencies)

Child's Physical Surroundings

1. Loud noises
2. Children running around
3. Worker constantly begging child to eat
4. Worker not eating with child
5. Different setting

Emotional Factors

1. Nervous, upset
2. Threatening--no dessert
3. Forcing child to eat
4. Punishment
5. Family arguments

Ways to Get Children to Eat

1. Reward child with something he likes to eat
2. Modeling--suggesting that a hero (e.g., Batman) eats well
3. Worker eating with child
4. Prepare food attractively
5. Change setting (e.g., in front of T.V.)
6. Give child small portions of food
7. Let child serve his plate
8. Give child choice of foods

APPENDIX D*

Suggested Guidelines for Reading a Book to Children

*Materials excerpted in this Appendix are illustrative of some of the materials developed and perfected under prior grants and contracts which are being adapted, where appropriate, to our family day-care work.

Suggested Guidelines for Reading a Book to Children

1. Selection
   a. Something children find interesting
   b. Mostly pictures--little reading
   c. Big, colorful, life-like illustrations

2. Sequence
   a. Let children turn thru
   b. Picture-read to children
   c. Ask children labels--tell them if necessary
   d. Read story (text)
   e. Have children recall
   f. Have children tell story by picture-reading

   Don't do all of these at first sitting.

3. Variety: Read story many times asking different kinds of questions.
   a. What is this?
   b. What could you do with this?
   c. Why did "Johnny" do this?
   d. When did this happen?
   e. Feelings and emotions -
      How did Red Riding Hood feel?
      How do you know she was scared?

APPENDIX E*

Sample Materials for Improving the Recreation Providing Behaviors of Family Day-Care Workers

*Materials excerpted in this Appendix are illustrative of some of the materials developed and perfected under prior grants and contracts which are being adapted, where appropriate, to our family day-care work.

ITSY, BITSY SPIDER (Action Song)

Itsy, bitsy spider

Climbed up the water spout.
(Put the tip of your right pointing finger against the tip of your left thumb. Now, keeping your fingertips together, twist your hands around and put the tip of your left pointing finger against the tip of your right thumb. Twist again, putting your right finger against your left thumb. K ep doing this to make the spider climb.)

Down came the rain
(Make a sweeping motion downward with both hands to show rain falling.)

And washed the spider out.

Out came the sun
(Make a circle over your head with your arms for the sun.)

And dried up all the rain

So the Itsy, bitsy spider
(Make the spider climb up again.)

Climbed up the spout again.

BABY BUMBLE BEE (Finger Play and Action Song)

I'm taking home a Baby Bumble Bee (Hands together like you've caught the bee, moving hands from side to side.)
Won't my mommie be so proud of me
I'm taking home a Baby Bumble Bee (Hold hands next to ear like listening.)
Buzzy, Wuzzy, Wuzzy,
OOOOOOOOOOOOH! He stung me! (Open hands wide, fingers spread wide.)

LITTLE DUCKS

Three little ducks that I once knew
A fat one, a skinny one, there were two
But the one little duck with the feather
in his back
He ruled the others with a quack, quack, quack

He ruled the others with a quack, quack, quack

LITTLE DUCKS cont'd.

Down to the river they would go,
Wibble, wobble wibble, wobble to and fro,
But the one little duck with the feather
in his back,
He ruled the others with a quack, quack, quack

He ruled the others with a quack, quack, quack

IF YOU'RE HAPPY (Song)

If you're happy and you know it, clap your hands, (clap, clap)
If you're happy and you know it, clap your hands, (clap, clap)
If you're happy and you know it, then your face will surely show it,
If you're happy and you know it, clap your hands. (clap, clap)

(On verse one, clap your hands; verse two tap your toe; verse three, nod your head; verse four, do all three motions together.)

CLEAN UP TIME (Song)

It's clean up time, it's clean up time,
It's almost time for snack,
It's clean up time, it's clean up time,
Let's put our toys back.

It's clean up time, it's clean up time,
It's almost time to eat,
It's clean up time, it's clean up time,
Let's make things nice and neat.

CLAP AND TAP (Action Song)

We clap, clap, clap and tap, tap, tap
And then we turn around
We clap, clap, clap and tap, tap, tap
And bow without a sound.

We reach up high, we reach down low,
We touch the sky, we touch the floor.
We clap, clap, clap, and tap, tap, tap
And then we sit right down.

IT'S RAINING

Rain, rain go away,
Come again another day

Rain, rain go away,
Come again another day.

It's raining, it's pouring
The old man is snoring.
He went to bed and
He bumped his head
And he never got up
In the morning

WHERE IS THUMBKIN?

(Make your hands into fists, hide them behind your back.)

Where is Thumbkin? Where is Thumbkin?
Here I am! (Bring out one fist and show one thumb.)
Here I am! (Bring out the other fist and show the other thumb.)
How are you this morning? (Wiggle the first thumb.)
Very well, I thank you. (Wiggle the other thumb.)
Run away! Run away!
(Hide your hands behind your back again.)
(Use the same motions to show each of your other fingers.)

Where is Pointer? Where is Pointer?
Here I am; Here I am!
How are you this morning?
Very well, I thank you.
Run away! Run away!

Where is Ringman? Where is Ringman?
Here I am! Here I am!
How are you this morning?
Very well, I thank you.
Run away! Run away!

Where is Middleman? Where is Middleman?
Here I am; Here I am!
How are you this morning?
Very well, I thank you.
Run away! Run away!

Where is Pinky? Where is Pinky?
Here I am! Here I am!
How are you this morning?
Very well I thank you.
Run away! Run away!